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ONTARIO

Department of Education

Courses of Study

Grades XI and XII

GEOGRAPHY

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replace those contained in Circular H.S. 7, last printed in 1952.

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C O U R S E S O F S T U D Y

For

Grade XI and XII

In

Secondary Schools

G E O G R A P H Y

The study of Geography is of great importance in developing the pupils' powers of observation and reasoning.

The contemporary world can be better understood by learning about the customs and living conditions of the peoples of the earth, and the study of geography is therefore a valuable source of culture as well as of knowledge.

The study of man's efforts to use his physical and cultural environment to satisfy his needs should foster love of country. It should also engender feelings of respect for other peoples and so increase understanding between nations.

Aims

1. The acquisition of knowledge and skill
 - (a) To gain an understanding of the essential facts of (1) physical environment, (2) cultural environment, (3) their reciprocal relations
 - (b) To develop skill in interpreting geographical facts
2. The development of such attitudes as
 - (a) A recognition of regional problems and relationships
 - (b) An appreciation of social problems
 - (c) A sympathetic understanding of other peoples

The geography in Grades XI and XII carries further the general aims for social studies as outlined in Curriculum I:1 revised, pages 58-61.

Guiding Principles

1. The courses of study in geography for Grades XI and XII are independent units, but it is desirable that the Grade XI course be taught first.
2. By the end of Grade XI the student will have a clearer appreciation of the physical and cultural background of man's activities and will have studied the world systematically from a geographical approach. He will also have studied in greater detail several major areas of the world which, it is believed, will have a great influence on Canada's future.

3. Map work is an integral part of the course and includes map reading and interpretation, correlation of maps and photographs and sketch-mapping.
4. Individual research work and local or regional surveys made by groups of students may be used with great value in the teaching of geography. The courses offer opportunity for practical outdoor work involving observation, collecting, analysis, and report technique.
5. The teacher of geography has excellent opportunities to present and develop the fundamental principles of conservation involving the wise use and development of all resources.
6. The study of geography should enable the student to become aware of the changes taking place in his community and of the resulting problems that require solution.

Grade XI

I. The Earth as a Planet

1. Shape and size
2. Rotation and revolution; day and night; seasons
3. Latitude and longitude; time
4. Earth grid; the globe
5. Maps and map projections
 - (a) kinds of map projections
 - (b) representing data on maps
 - (c) selection and proper use of maps

II. The Earth's Crust

1. Earth materials; kinds of rocks
2. Forces within the earth's crust, such as folding, faulting, elevation and depression, volcanism
3. Agents of erosion and deposition: weathering, running water, ground water, ice and glaciation, wind, wave action and shore features
4. Classification of land forms: plains, plateaus and hill country, mountains
5. World pattern of land forms; distribution of land and water; structure of the continents; oceans and their shores

III. Climate, Vegetation, and Soils

1. Elements of weather and climate
 - (a) weather observations and records
 - (b) weather maps and reports

- (c) seasonal distributions of temperature, pressure, winds, rainfall, and the factors which influence these distributions
- (d) a classification of climates
- 2. Native vegetation and animal life; world patterns of flora and fauna
- 3. Elements of soil formation
 - (a) soil profile development
 - (b) world pattern of soil types
- 4. Classification of natural regions based on characteristics of climate, vegetation, and soil

IV. Human Occupancy in Natural Regions

- 1. Man in Rainy Tropical lands
 - (a) suggested areas of study: Amazon Basin in South America, Guinea Coast and Congo Basin in Africa, Caribbean lands
 - (b) culture of collectors and hunters
 - (c) native agriculture
 - (d) commercial plantations
- 2. Man in Savanna lands
 - (a) suggested areas of study: East Africa, llanos and campos of South America
 - (b) cattle herders and subsistence agriculture
 - (c) modern developments
- 3. Man in Deserts and Semi-deserts
 - (a) collectors and hunters: Bushmen
 - (b) nomads: Bedouins of Arabia, Khirghiz
 - (c) oasis dwellers in North Africa
 - (d) irrigation
 - (e) mining: Northern Chile, oil in the Middle East
- 4. Man in Monsoon lands
 - (a) suggested areas of study: India and Pakistan, Indo-China, South China, Burma, Thailand, Queensland
 - (b) rice culture and pressure of population: contrast of agricultural methods in such areas as Bengal and Queensland
 - (c) recent developments in industry, power, and irrigation
- 5. Man in Mediterranean lands
 - (a) suggested areas of study: lands bordering the Mediterranean Sea, California, Middle Chile

- (b) close interrelation of relief, climate, vegetation, and soils
- (c) agriculture: dry farming and irrigation: two typical landscapes
- 6. Man in mid-latitude west coasts, mid-latitude east coasts, and mid-latitude continental lands
 - (a) suggested areas of study: Northwestern Europe and the Pacific Northwest, Southeastern United States and Argentina, Southern Ontario and Manchuria
 - (b) development of crops and livestock
 - (c) comparison and contrast of new world and old world techniques in agriculture
- 7. Man in Cold lands
 - (a) suggested examples: the Eskimo in contrast with a Eurasian people such as the Lapps or the Samoyeds
 - (b) lands of difficulty and limited resources
 - (c) man in the Arctic: Hudson's Bay Company, Royal Canadian Mounted Police, meteorological stations, Russian settlements in Siberia
 - (d) Antarctica
- 8. Man in Mountain lands
 - (a) suggested areas: European Alps, Norway, Peru, the Rockies
 - (b) transhumance, mining, lumbering, hydro-electric power, tourism

V. Mineral Fuels, Ores, and other Minerals: the geography of mineral production

- 1. Coal, petroleum, and other sources of energy
- 2. Iron ore
- 3. Important metals: aluminum, copper, lead, zinc, nickel, tin, gold, silver
- 4. Important nonmetallic minerals: building materials, salts, sulphur

VI. Transportation and Communications

- 1. Land routes: caravan and trail, road, railway, highway
- 2. Inland water routes: rivers, lakes, canals
- 3. Ocean routes, harbors, ports
- 4. Air routes
- 5. Telecommunications

VII. Manufacturing and the Important Manufacturing Regions of the World

1. Types of manufacturing

- (a) home industries: prevalence throughout the world and typical examples such as pottery, carving, weaving, rug making, metal working
- (b) simple industries (changing the form of material for later processing) : saw mills, flour mills, tanneries
- (c) complex factory industry: power, machines, manufacture of parts, assembly lines

2. Factors affecting industrial location or choice of site: sources of power, raw materials, labor, capital, transport, markets, human element

3. Application of the factors of industrial location to a specific industry

4. Major industrial regions of the world: Eastern North America, Western Europe, Soviet Union

VIII. Settlement

1. Housing in relation to climate, available materials, tradition, culture

2. Rural settlements

- (a) dispersed settlement: farmsteads in Southern Ontario, Prairie provinces
- (b) farm villages: Quebec, Germany, India
- (c) non-agricultural

3. Urban settlements

- (a) settlement with predominant functions: commercial, manufacturing, administrative, cultural, defence
- (b) settlement with diversified functions: Montreal, Toronto, New York, London
- (c) comparison of representative patterns

IX. Population

1. World map of population densities

2. Factors of population growth of a given area: birth rate, death rate, immigration rate, emigration rate

3. Application of the factors of population growth to a specific area: Canada, an Ontario county or township

4. Problems of population distribution

- (a) density and migration

- (b) distribution of food and raw materials: surplus and deficiency areas
- (c) programmes for the development of world resources: United Nations, Colombo Plan, Point Four Programme

Grade XII

Three parts constitute a full year's work.

Since the course includes the study of several regions, the following is a suggested outline for the study of a region:

- I. Relative location:** global, continental
- II. Physical characteristics**
 - 1. Major land forms, relief features, drainage, coastal features
 - 2. Characteristic features of climate, vegetation, soils
 - 3. Natural resources: water, vegetation, animal life, soils, mineral fuels, ores, other economic minerals
- III. Settlement**
(Note: see Grade XI, section VIII, p. 7)
 - 1. Housing
 - 2. Rural settlements
 - 3. Urban settlements
 - 4. Problems of population distribution
- IV. Development and use of resources**
 - 1. Agriculture
 - 2. Mining
 - 3. Fishing, forest industries
 - 4. Power: development of coal, petroleum, hydroelectricity
 - 5. Manufacturing and industry
 - 6. Transportation and communication
- V. The significance of the region in its national or international setting**

PART A. WESTERN EUROPE

- I. The physical pattern**
 - 1. Location: Shape and size
 - 2. Distribution of land and water: the seas around and inside Western Europe
 - 3. Major land forms: relief features, influence of glaciation
 - 4. Drainage systems

5. Climate: general distribution of climatic elements, major climatic types
6. Vegetation and soils
- II. **The political map of Europe:** a continent of many sovereign states
- III. **The cultural pattern**
 1. Distribution of Western European population: a map of population densities
 2. Examination of the influence of geographical factors on migration and settlement in Western Europe
- IV. **Detailed study of two or more of the following areas.** *The "Suggested Outline for the Study of a Region" (p. 8) may be used.*
 1. The British Isles
 2. The Scandinavian Countries
 3. The Netherlands and Belgium
 4. France
 5. The Iberian Peninsula
 6. Germany and Poland
 7. Switzerland
 8. Italy
 9. The Danube Basin Countries
 10. The Balkan Peninsula

PART B. THE UNION OF SOVIET SOCIALIST REPUBLICS

- I. **The Physical pattern**
 1. Relative location: global, relation of the Soviet Union to the rest of Eurasian countries and seas and oceans around Eurasia
 2. Comparison of shape and size of Soviet Union with other countries
 3. Major land forms
 4. Relief and the drainage systems: the influence of the rivers on the development of Russia
 5. Climate: general distribution of climatic elements, major climatic types
 6. Vegetation and soils
- II. **The People**
 1. Distribution of population: a map of population densities
 2. Diversity of peoples and languages

3. Recent changes in population distribution: new towns, collective farms
 4. Political map of the U.S.S.R.: major administrative divisions of the country
- III. Detailed study of two or more of the following areas. *The "Suggested Outline for the Study of a Region" (p. 8) may be used.*
1. North Russia (Arctic drainage area): the tundras and the Russia-Siberian forest belt
 2. Ukraine, Crimea
 3. The Caucasus
 4. The steppes and desert areas and their mountain fringe
 5. The Ural industrial area
 6. The Volga Basin and western borderlands
 7. The Moscow-Leningrad industrial area
 8. Far Eastern (Pacific) area
- IV. Development and use of resources
1. Relative abundance and diversity of resources
 2. The industrial strength of the Soviet Union: industrial areas, internal transportation and communication, access to world routes
- V. The Soviet Bloc: relation of the satellite countries and areas to the Soviet economy

PART C. THE UNITED STATES

- I. The physical pattern
1. Major land forms, relief features, and drainage systems
 2. Climate: general distribution of climatic elements, major climatic types
 3. Vegetation and soils
- II. The cultural pattern
1. Distribution of population in the United States: a map of population densities
 2. Examination of the influence of geographical factors on migration and settlement
 - (a) pre-Columbian: use of natural resources, cultural forms related to environmental conditions
 - (b) post-Columbian: colonization, introduction of the negro, migration, the westward expansion

III. Detailed study of two or more of the following areas. *The "Suggested Outline for the Study of a Region" (p. 8) may be used.*

1. The Northeast (New England)
2. Middle Atlantic Seaboard
3. The Southeast and Gulf States
4. The Middle West and Great Lakes
5. The Great Plains
6. The Cordilleran Area
7. The Pacific Northwest
8. The Dry Southwest
9. California

IV. Development and use of resources

1. Relative abundance and diversity
2. The industrial strength of the United States: industrial areas, internal transportation and communication, access to world routes
3. Relative position of the United States as an industrial power

V. Canadian-United States relations

1. Geographic basis of certain cultural, economic, defence relations: International Joint Commission, Great Lakes-St. Lawrence Seaway, Pacific fisheries, joint defence programmes

PART D. SOUTH AND EAST ASIA

I. The physical pattern

1. Major land forms, relief features, and drainage systems
2. Climate: general distribution of climatic elements, major climatic types
3. Vegetation and soils

II. The cultural pattern

1. Distribution of population: a map of population density, comparison with world population
2. Examination of the influence of geographical factors on migration, settlement, and development of South and East Asia

III. Detailed study of two or more of the following areas: *The "Suggested Outline for the Study of a Region" (p. 8) may be used.*

1. India and Pakistan
2. Ceylon

3. Burma
4. Thailand and Indo-China
5. Indonesia
6. Malaya
7. Philippine Islands
8. China
9. Japan
10. Korea

IV. Development and use of resources

1. Relative abundance and diversity
2. Problems related to agriculture, mining, forestry, fisheries, hydroelectricity
3. Various programmes for the development of South and East Asia, Canada's participation

TEXTBOOKS SUITABLE FOR PUPILS' USE

Since no one textbook, available at present, contains all the information required for the full course in either Grade XI or Grade XII, it is suggested that full or partial sets of textbooks suitable for pupils' use be provided.

Bradley: World Geography (Ginn) 1950.

Denton and Lord: World Geography (Dent).

Finch, Trewartha, and Shearer: The Earth and Its Resources (McGraw-Hill) 1948.

Herdman: Geography for Today — The World (Longmans Green) 1950.

Packard, Overton, and Wood: Geography of the World, 1953.

Preece and Wood: Foundations of Geography (University Tutorial Press) 1952.

Stamp and Hare: Physical Geography (Longmans Green) 1950.

Stamp and Kimble: The World (Longmans Green) 1950.

REFERENCE BOOKS

Davis: The Earth and Man (Macmillan) 1948.

Finch and Trewartha: Elements of Geography (McGraw-Hill) 1949.

Freeman and Raup: Essentials of Geography (McGraw-Hill) 1949.

Kendall, Glendinning, and MacFadden: Introduction to Geography (W. J. Gage) 1951.

Lackey and Anderson: Regions and Nations of the World (Van Nostrand) 1946.

Lake: Physical Geography (Cambridge) 1952.

Mogey: The Study of Geography (Oxford) 1950.

Renner, Durand, White, and Gibson: World Economic Geography (Crowell) 1951.

Rigby and Ekblau: Influence of Geography on Our Economic Life (McGraw-Hill).

Russell and Kniffen: Culture Worlds (Macmillan) 1951.

Staats and Harding: Elements of World Geography (Van Nostrand) 1951.

Unstead: A World Survey from the Human Aspect (University of London) (Clarke, Irwin) 1950.

White and Renner: Human Geography (Appleton-Century-Crofts) 1948.

ATLASES

Pupils' Atlases

Dent's Canadian Social Studies Atlas (Dent)
(Specially prepared for Canadian Schools)

Book Society Social Studies Atlas (Book Society)

Modern Canadian Atlas of the World (Ryerson)
(Specially prepared for Canadian Schools)

Nelson's School Atlas (Nelson)
(Canadian Edition)

Rand McNally Classroom Atlas (Gage)
(Specially prepared for Canadian Schools)

Reference Atlases

Bartholomew's Advanced Atlas of Modern Geography (McGraw-Hill)

Canadian Oxford Atlas (Oxford)

Goode's School Atlas (Gage)

NOTE:

Upon request, a complete list of books and materials useful for teachers of geography may be procured from the Ontario Geography Teachers' Association.

